Two Mile Ash School

Foundation
Reading Progression and Assessment Framework 2022-23

22-36 Months

1. Has some favourite stories, rhymes, songs, poems or jingles.			
2. Repeats words or phrases from familiar stories.			
3. Fills in the missing word or phrase in a known rhyme, story or game. For example; *Humpty Dumpty…*			

30-50 Months

1. Enjoys rhyming and rhythmic activities and recognises rhythm in spoken words. *For example; can clap the syllables in their name.*			
2. Shows awareness of rhyme and alliteration. *For example; repeating sounds or rhyming words they hear.*			
3. Listens to and joins in with stories and poems 1:1 and small groups.			
4. Joins in with repeated refrains and anticipates key events and phrases in rhymes and stories. *For example; anticipating or suggests how a story might end.*			
5. Beginning to be aware of the structure of stories. *For example; starting to understand that "once upon a time" signifies the beginning of a story.*			
6. Listens to stories with increasing attention. *For example; responds emotionally to events in a story.*			
7. Describes main story settings, characters and events.			
8. Shows interest in illustration and print in book and the environment. *For example; will discuss illustrations and point out objects / characters in a picture.*			
9. Recognises familiar words, logos and signs such as their own name.			
10. Looks at books independently, handles them carefully and holds them correctly whilst turning pages.			
11. Knows information can be relayed in the form of print. *For example; will bring something written and ask what it says.*			
12. Knows that print carries meaning and in English is read from left to right and top to bottom. *For example; with support can track writing with their finger correctly across and down the page or point to where the text begins.*			

40-60 Months

1.	Continues a rhyming string. *For example; may invent their own rhyming words and may anticipate words or phrases in unfamiliar poems. Can finish a set of rhyming words E.g. cat, sat, mat …*			
2.	Hears and says initial sounds in words.			
3.	Can segment the sounds in simple words and blend them together. *For example; hears the word and can say the individual sounds they hear.* Children know what letters represent some sounds.			
4.	Links sounds to letters, naming and sounding letters of the alphabet.			
5.	Begins to read words and simple sentences. *For example; when blending they may omit some sounds but demonstrate increased confidence and accuracy.*			
6.	Uses vocabulary and forms of speech that are increasingly influenced by their experiences of books. *For example; uses story language, key phrases and characters in independent play.*			
7.	Enjoys an increasing range of books including non-fiction texts. *For example; can find their favourite page, characters and illustrations and talk about these.*			
8.	Knows that information can be retrieved from books and computers.			

Early Learning Goal

1.	Children read and understand simple sentences. *For example; children will sight read some familiar words but reading will mainly be reliant on decoding and blending.*			
2.	They use phonic knowledge to decode regular words and read them aloud accurately.			
3.	They also read some common irregular words. *For example; recognising words that are not phonetically plausible such as "I" and "the".*			
4.	They demonstrate understanding when talking to others about what they have read. *For example; children can explain what has happened, talk about character feelings and identify whether they are good / bad and use illustrations to support understanding.*			

Exceeding Early Learning Goal

1.	They also read regular words of more than one syllable as well as many irregular but high frequency words. *For example; children will increasingly sight read some familiar words whilst using segmenting and blending as the root to decoding familiar / unfamiliar words.*			
2.	They use phonic semantic and syntactic knowledge to understand unfamiliar vocabulary. *For example; children will segment and blend an unfamiliar word and use the context of the sentence and illustration to attempt to infer its meaning.*			

3. They can describe the main events of a story that they have read. *For example; explain how characters and settings change over the course of a story and predict actions.*			